

CMAC
(Coalition of Minorities Advisory Committee)
Minutes of meeting held on November 20, 12:00 pm
Utah State Office of Education – Room 156

Conducting: Charlene Lui, CMAC Chair
Minutes Taken By: Kellie Smith

CMAC MEMBERS PRESENT

Charlene Lui
Aida Santos Mattingley
Eulogio Alejandre
Robert DePoe

Daymee Chan
Nola Lodge-Hurford
Debbie Corsino-Moore

Freddie Cooper
Hector Mendiola
Soulee LKO Stroud

CMAC MEMBERS EXCUSED

Ronald Coleman, Lillian Tsosie-Jensen, Anapesi Kai'ili, Kitty Stewart

VISITORS

Larry Shumway – USOE Deputy Superintendent; Richard Gomez – USOE Coordinator, Educational Equity; Linda Oda – Governor's Office of Ethnic Affairs; Ann White – USOE Title 1; Karl Wilson – USOE Title 1; Judy Park – USOE Superintendent; Chuck Foster – USOE Education Specialist; Jeff Ojeda – USOE Education Specials;

Cultural Reverence – Robert DePoe

Robert shared the history of the National Bison Range in Montana. Robert's tribe was involved in preserving the buffalo from becoming extinct. The buffalo has been a symbol for his reservation. Two gentlemen, Mike and Charles created herds and ranched the buffalo. These men were bi-ethnic, Caucasian and Indian. They were an example that we can share with our children. We live in both worlds and share characteristics from both worlds and we can make the best of it. Our students share different cultures and we should teach students to be proud of their identity like the two men who created the buffalo herd. Teach our children to value their culture and hope to have school systems that understand who they are and teach them to be successful instead of trying to change them all the time.

Item #1: Approval of CMAC meeting minutes for November 20, 2008 – Charlene Lui

Debbie Corsino-Moore moved to approve the October 23, 2008 minutes. Daymee seconded the motion. Vote taken and motion passed unanimously.

Item #2: Update Title 1 AYP Report – Karl Wilson, Director, Title 1 Programs

Karl disseminated the "Schools in Improvement Status 2008-2009" and "School Support Team Selection Criteria and Process". The "Schools in Improvement" lists the schools that are identified as needing improvement. In order for a school to be identified as not needing improvement, the school must achieve Adequate Yearly Progress (AYP) for two years (the asterisk means approved appeal). On the web-site is a brief description of "system of support" for those schools identified. Schools revisit their school plan and identify why they didn't achieve AYP. A grant of \$150,000 is provided to each of those schools for two years. The school completes their revised "school plan" which includes steps to increase student achievement and submits an application for those funds to USOE. There is flexibility in using the grant funds, but the school is encouraged to hire a "school support team" to see what is wrong and then use the money for professional development. The schools can use funds to hire staff, but this is strongly discouraged. The grant is very "soft" money and has specific time limits for school improvement. Once AYP is achieved, the money goes away.

Ann White gave an update on Eagle View Elementary and Midway Elementary schools. Midway Elementary is located near Heber. When the Olympics came to Utah, housing was built for the athletes to use while competing. After the Olympics, the housing was converted to low-income and is named Todd Hollow. The year the school went into improvement, a new principal was assigned. He asked what resources do I have and how can I better use them. There was an ELL paraprofessional working at the school that lives in Todd Hollow. He offered the ELL assistant the opportunity to ride the bus to school (about a 40 minute ride) instead of providing her own transportation. While on the bus with the students, she tells stories, sing songs, and works on vocabulary and language development. The ELL assistant helps the teachers during school and then gets back on the bus with preplanned lessons and instructional activities to extend the learning day during the long ride home. The bus driver is thrilled because the students are engaged and the ELL assistant is thrilled because she doesn't have to worry about transportation. The children are the biggest winner in getting this extra educational opportunity while on the bus. The faculty are jumping on board and donating time at Todd Hollow. During the summer there is instruction offered at the community center at Todd Hollow where the teachers go to the students. Many of the teachers bring their own children to serve as peer tutors. This school is well above the state average in Utah and is making tremendous gains. They used resources they had in an unusual way.

Eagle View Elementary is in the Uintah School District and reports that the restructuring efforts are going very well. The school consists of 95% Indian students. The school district brought in a new principal who was trusted by the diverse community. New faculty was also hired. This school includes grades K – 8. Students have one central teacher instead of changing teachers in

Page - 2 - continued CMAC meeting minutes for November 20, 2008

the upper grades. The teachers went to professional development this past summer. The principal reports that following the first third of the year, they are making great strides with attendance which is currently at 94.6%. Now they are focusing on behavior issues. Their suspension rates are greatly reduced. They give their students tests every two weeks. There is an increased relationship with the Ute tribe. The tribe is truly a partner with the district and with the school in enforcing truancy. There is a lot of outreach to the students; teachers are making home visits. Chuck mentioned the school culture has changed. The students are more positive and the teachers and students view the education system in a positive way. Older students partner with younger students to help with reading, math, etc. It is developing more community in the school. Ann mentioned there is an increase in student enrollment of white students. The school is also focusing on students who are gifted and who are behind.

Charlene asked if CMAC member can visit these schools. Ann mentioned the principal told the students to not be surprised when a visitor stops by. He invites anyone to come and visit.

Karl mentioned that a school that has been in improvement can receive a continuation grant for one more year to assist in transition and sustainability.

It was asked who can be on the school support team? Ann mentioned there is an application with multiple qualifications looking at success in specific content areas like math or language. The application asks for educational degrees and the applicant checks the area where they have expertise and years of experience in those various areas. The school and school districts hire the school support teams. Some school districts have an internal team like Davis School District where Eulogio was on the school support team. Charlene asked what happens if someone on the school support team is not qualified enough or not culturally competent. Ann mentioned a panel reviews their application and HR contacts their references and then the school searches for the best match. USOE does not hire, the school does. Eulogio said USOE reviews the applicants and that someone was denied by USOE even though the district hired them.

It was asked who is on the committee to look at those grant applications. Ann mentioned it is done internally and CMAC could review those applications too. Charlene mentioned to consider having a CMAC member be on the interview team.

Item #3: AYP Report: Latest Date – Judy Park, Associate Superintendent, Data, Assessment, and Accountability

Judy Park distributed the "Accountability Information". This is the official release of accountability information for this year. This report is also available on the USOE web-site. The state assessment is called Utah Performance Assessment System for Students (U-PASS) and the federal assessment is No Child Left Behind, Adequate Yearly Progress (AYP). The requirements for AYP changed in 2005 and the USBE raised the requirements in 2006. The high school report has only been in place for two years. The AYP subgroup includes low income, Hispanic, disability, etc. and are looked at separately. The U-PASS subgroup is grouped together and brought in one time, which means that students are counted only once.

Charlene mentioned not every high school student is tested. Judy mentioned the following areas are tested: all the language arts CRT (English class), the UBSC, Science and Math CRT's (algebra and geometry). Ninety five percent of the students had to participate in the CRT tests. Charlene also mentioned that many of the secondary schools did not make AYP for math. Judy said because there was so much concern with the changes in the Math core this year and there was no time to completely rewrite the CRT because of this quick change. The CRT tests only counted those questions that were used in the old core and were included in the new core. If the district felt their students failed because of this, the district could appeal.

Judy mentioned the "N" size for math and language arts is 10. The "N" size for all else is 40.

Charlene mentioned to look at this report and that any comments should be e-mailed to Judy. Judy mentioned she is always trying to improve the report. If there is a better way that is meaningful or helpful, let her know.

There was a mistake discovered on Page 2, Table 2 and Page 3, Table 4. Judy said she will e-mail the corrected report to Richard to e-mail to all CMAC members.

It was asked if there are accommodations. Judy said all students get the same test. There are accommodations for ELLs.

Robert suggested in Table 4 it would be useful to have the subgroup by year.

Judy mentioned the graduation rate is always a year behind since students have until September to complete their graduation requirements.

Judy also mentioned the information is received from the school district and then calculated. There is a concern and there needs to be improvement on data collection. Richard mentioned there is a huge discrepancy of how districts are reporting.

Page - 3 - continued CMAC meeting minutes for November 20, 2008

Soulee asked if there were any schools that did not achieve participation. Judy said U-PASS participation was much lower this year. Larry said it is difficult trying to catch students and they lack effort on their part to participate.

Debbie asked if there is anything being done for those schools who don't meet the requirements for U-PASS like Title 1. Judy said nothing is being done now. They are helping all schools improve and there is not a specific school targeted. There are federal dollars for Title 1 improvement, but there are no dollars for U-PASS. Freddie asked if there was an improvement plan for high schools. Karl works with elementary schools through Title 1. Charlene said the school districts are working with the high schools that are not making AYP.

Item #4: MESA Fall Update – Jeff Ojeda, Specialist, Minority Graduation

Jeff distributed a folder with MESA information. There is information about a science fair put on by the US Army. Jeff also explained the information about "Latinos in Action" by Mountainview High School in Alpine School District. This program is for Latino high school students to serve as paraprofessionals to ELL elementary and junior high students. The high school students go through training. They go to the surrounding schools. This program gives the high school students a sense of belonging and it is all voluntary. These "Latinos in Action" students are going in front of the USBE in January to give a report about their program.

Jeff also discussed the "Graduation by Ethnicity and Population Rate" report and the MESA Student Membership report. Lastly, he showed the Board Rule about the MESA community advocates with changes.

Item #5: Governor's Native American Summit Report – Nola Lodge-Hurford

Nola disseminated a newspaper article "Living with Navajo is a Lesson in Understanding". She also distributed information on the "American Indian Cultural Awareness and Sensitivity workshop" that was held in July. It was a successful workshop cosponsored by the Utah Arts Council, USOE, Comprehensive Counseling and Guidance and Indian Education.

Item #6: CMAC Chair Report – Charlene Lui, Chair

Charlene asked Eulogio to report about immigration issues. Eulogio said the terminology has been asked to be changed from place of residency to domicile. By using the term domicile, it becomes more culturally acceptable and the legality issues are diminished. There is a list of documents that would be accepted to show residency like a utility bill, a business letter, etc.

Eulogio also mentioned many adult education directors do not want the GED to equal a high school diploma. Eulogio said in some cultures that 16 year old children are considered adults and would do better to take the GED and get on with their lives. There are sixty seniors with ten credits with no hope of graduating from high school. Being able to get a GED would give them hope. Eulogio suggested that CMAC should stand up and speak on behalf of keeping the GED equal to a high school diploma. Eulogio will e-mail Charlene the domicile information and the GED information he has.

Item #7: State Board Comments – Denis Morrill - Excused

Item #7: Adjourn – Meeting was adjourned at 2:20 p.m.

Next CMAC meeting is scheduled for December 18, 2008 at the Utah State Office, 12 Noon to 2 PM